DOCUMENT RESUME

ED 089 090 CE 001 145

TITLE	Ball State University Teacher Education Program on Aging. Interim Report.
INSTITUTION	Ball State Univ., Muncie, Ind. Teachers Coll.
SPONS AGENCY	Administration on Aging (DHEW), Washington, D.C.
PUB DATE	Mar 73
NOTE	26p.; Four pages of photographs removed, since they will not photocopy; Some other appendix pages are of marginal legibility
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Age; Geriatrics; *Inservice Teacher Education; *Older Adults; Pilot Projects; Practicums; *Program Descriptions; Senior Citizens; *Teacher Education

ABSTRACT

This document provides the objectives, background, and rationale for a teacher education program on aging, conducted by Ball State University, designed to incorporate knowledge about the aging process and the aged into the disciplines presently offered in elementary and secondary schools. The program will consist of a summer workshop experience followed by a year-long practicum in each of three years earning twelve quarter hours of graduate credit. The aims of the program, details of participant selection, operational procedures, and program format are briefly discussed. Examples are offered of ways in which first-year program participants have incorporated knowledge acquired through the program into their classroom activities. Comments are made on the evaluation of the first year of the program and its aims for the next two years. (KP)

ED 089090

Teacher Education Program on Aging

Ball State University

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BALL STATE UNIVERSITY
TEACHER EDUCATION PROGRAM ON AGING
Teachers College Annex
Muncie, Indiana 47306

AN INTERIM REPORT

March, 1973

H. Mason Atwood, Director

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This project has been supported in part by SRS Grant No. 94-P-25198/5 from the Social and Rehabilitation Service, Administration on Aging. However, any opinions expressed herein do not necessarily reflect the position or policy of the Social and Rehabilitation Service and no official endorsement by that agency should be inferred.

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TEACHER EDUCATION PROGRAM ON AGING

Ball State University is conducting a three-year Teacher Education Program on Aging in order to incorporate knowledge about the aging process and the aged into the disciplines presently offered at the various instructional levels of our common school systems -- elementary, junior high and senior high school. This program consists of a summer workshop followed by a year-long practicum in each of three years.

A. INTRODUCTION

1) Objective: The ultimate objective of the project is to introduce into the school curricula accurate concepts and information about aging and the aged.

2) Background: Several attempts have been made to introduce children and youth to the phenomena of aging and to aged adults. They have met with varying degrees of success, much of it in the realm of service to the aged. Very often they have focused upon the institutionalized older adult; none have reported attempts to provide education for teachers to assist them in their efforts.

Dr. H. Lee Jacobs, in a 1968 symposium on aging at Purdue University, identified as "the two major hurdles impeding the progress of such a program" -- education for aging in the schools -- as "lack of formal training for teachers and administrative accommodation." The Teacher Education Program on Aging, the subject of this proposal, is designed expressly to minimize these "hurdles."

3) Rationale: The education section of the White House Conference on Aging - 1961 - in one of its policy statements said, "Education for aging is related to each aspect of aging and is a part of the lifelong learning process. Education for everyone about aging will influence community attitudes and actions with respect to aging problems. . . The initial stimulation of educational programs for, about, and by aging, should be through institutions that have public responsibility for education, that in combination, have nationwide coverage and that have the confidence of all groups. These institutions are public schools, institutions of higher learning, and libraries."

In the 1971 White House Conference on Aging a policy statement from the Education Section was: "Appropriate materials and methods about all aspects of aging must be developed and introduced in the curricula at all levels of education from pre-school through higher education."

The Training Section of the 1971 Conference included among its recommendations the statement that "teacher training programs should include positive concepts regarding the aging process and the older person for incorporation into elementary and secondary school curricular."

Also from the 1971 White House Conference on Aging is the following resolution offered by the Special Concerns Section--Youth and Age: "Federal, state, and community agencies shall earmark funds and appoint committees within the year following the White House Conference on Aging for the preparation and utilization of curricular and educational materials for all school levels that deal with the biological, medical, psychological, social, and environmental

aspects of the continuation of life from conception through death. Further, this shall be implemented with in-service training for teachers at all levels, as well as continuing education for persons all through life."

B. SPECIFIC AIMS

The immediate purposes of the workshop are: (1) to assist the teacher-participants to acquire knowledge and understandings of aging and the aged, and (2) to allow to develop plans for use in their own teaching situations in order to accomplish the "ultimate purpose" described above.

The practicum in the year following the workshop will give the participating teachers opportunities to use and evaluate their workshop experience and the plans they developed.

The Specific Aims of the Program, as originally proposed, included: (1) the aims of the total program; (2) the aims of the workshop, and (3) the aims of the academic-year practicum. These are listed in the "Progress Report" section of this document and therefore they are omitted here.

C. PROCEDURES

Experience at Ball State University has shown that concentrated, residential, instructional programs plus follow-up activities effective for accomplishing purposes such as those above. This project, to date, reinforces that experience. The residential phase consists of a 4-week summer workshop conducted on campus in each of the three years. Integral parts of the total program are the follow-up visits by the Director to the school system involved, and regularly scheduled sessions held on campus throughout the academic year.

The Teacher Education Program on Aging is designed to serve 105 qualified participants, 35 in each of three years, who teach in elementary and secondary schools in Indiana. In the first workshop, persons with diverse teaching assignments representing many school systems were selected to participate. In the second workshop, groups of teachers will be selected from five or more schools or school systems of the State. In the final workshop, another set of five or more schools will be chosen and groups of teachers will be selected. These groups, it is hoped, will serve as nuclei in future in-service programs in their schools.

Specific Criteria for Participation

Criteria for admission to the program may be summarized as:

1. Evidence of opportunity to make use of the training.
2. Evidence of professional ability and personal interest.
3. Evidence of relative professional and educational experience and competence.

Selection of Participants

1. A brochure on the program is sent to potential applicants.
2. Each applicant submits a completed application form along with evidence as required under the criteria above.
3. The Program Director screens applications and compiles a list of eligible applicants.
4. Applications and supporting material are reviewed by a Selection Committee which recommends 35 applicants and up to 35 alternates.

Non-Discrimination Provisions

In selecting individuals for attendance at the workshop, and in otherwise conducting the program, Ball State University does not discriminate on account of the sex, race, creed, color, or national origin of an applicant.

Operational Procedures

The Program Director is Dr. H. Mason Atwood, Associate Professor of Adult and Community Education; the Associate Director is Dr. John R. Craddock, Professor and Director of Adult Education.

An "Advisory Committee" was established in October, 1971. Its function was to aid in identifying concepts on aging to be emphasized and to involve persons and agencies that may be interested in and supportive of the project and its progress. The membership of the Advisory Committee was broadly representative of the fields of aging and education.

Selected Ball State University faculty members served on an Inter-disciplinary University Planning Committee. It functioned in the development of instructional materials and a syllabus, in the identification and recruitment of instructional staff, and in other activities required for organizing and conducting the program.

The first workshop was held June 12-July 8, 1972. A primary purpose was to determine the suitability of the workshop format and subject matter presented. A second purpose was to bring about curricular changes within the school systems represented. Specific tasks of the workshop were to:

1. Formulate a realistic set of concepts for programs about the aging and aged at the elementary, junior and senior high school levels.

2. Evaluate the resources used and materials developed.

3. Determine ways and means for inserting into school curricula subject matter regarding aging.

4. Aid the teacher-participants in the development of instructional materials and plans for use in their classrooms.

The materials and teaching resources developed in the workshop were made available to the participants. The Director visited the teachers in their schools to help determine the adequacy of material developed. He has conducted three of four scheduled, on-campus, two-day evaluation sessions with the teachers and instructional staff. The workshop format and content for the second workshop, June 11-July 6, 1973, are being modified.

During the four on-campus sessions the Director, Associate Director, instructional staff, and workshop participants are discussing, evaluating, and modifying the instructional materials developed and the ideas formulated.

The second workshop will be similar to the first except that the main purpose will be to develop more adequate materials and ways of using these materials. The instructional materials developed in both workshops will be refined and the workshop format and syllabus again modified if needed. There will be follow-up visits as well as evaluation sessions on campus.

A third workshop is scheduled for June, 1974. Its purpose will be to refine further the concepts and format previously developed. The necessary final revisions on the workshop format and syllabus as well as the annotated bibliography of instructional material for publication will be made. The Director will again make follow-up visits and conduct on-campus evaluation sessions. A final report on the total project will be prepared.

Summary of the Program Format

The instructional program is being developed to help the participants and the faculty realize the stated objectives. During the entire program, concern has been with developing awareness of and sensitivity to the aging process and aged persons.

The Teacher Education Program on Aging consists of two major activities for teachers -- a four-week summer workshop followed by an academic year practicum.

The workshop provides learning opportunities through the introduction of sound information by resource persons from disciplines and fields of study related to aging and the aged; the use of a variety of adult educational techniques; individual consultations with workshop staff and resource persons; and creative activities planned and carried out by the workshop participants themselves.

During the school year following the workshop, the participants make use of the workshop experience in their regular teaching assignments. In this academic year practicum they remain in contact with staff of the Teacher Education Program on Aging. There are four meetings (Friday night and Saturday) on the Ball State University campus plus three visits by the Program Director to each of the participants.

Program participants earn 12 quarter hours of graduate credit through participation in the summer workshop and the practicum.

D. PROGRESS REPORT - MARCH 1, 1973*

The Teacher Education Program on Aging began July 1, 1971. Most of the first year was spent in recruiting staff, planning the workshop format and content, recruiting teachers to participate in the program, and selecting appropriate resources and facilities. Since early summer, 1972, work completed has resulted in:

1. The first of three summer workshops (6/12/72 - 7/8/72), in which the trainees were 35 Indiana teachers. It provided opportunities for the acquisition of information about aging, understanding the aging process and older people, the development of concepts about aging, and the preparation of plans for introducing information on aging into the school curriculum.

2. The first six months of an academic-year practicum in which the trainees are implementing plans developed in the workshop. Besides introducing information about aging into their respective curricula, the trainees have attended three week-end meetings on the Ball State Campus. One more such meeting will be held. Also, all trainees have been visited once in their schools by the Program Director or Associate Director. A total of three such meetings with each trainee were planned. The second round of meetings was modified and trainees met in groups of two to five in nine regions of the state.

The original objective of the program is the incorporation of knowledge about aging and the aged into the course content presently offered at the various instructional levels of our school systems -- elementary through high school.

Progress toward this objective began with the start of the project. Evidence of such progress, however, has become more readily apparent since the close of the 1972 summer workshop and in the first six months of the 1972-73 academic-year practicum.

Participants in the workshop submitted plans for translating the workshop experience into learning activities for the students in their classes. Copies of the plans are on file in the Program Director's office. They vary considerably in the amount of detail provided, as could be anticipated. They probably vary also in regard to their potential for implementation. During the practicum, participants are to revise, modify, and expand the plans in light of their experiences as they attempt implementation.

During the academic-year practicum so far, the participants have reported a variety of activities; the Program staff has observed some of the activities. Examples are described in the following paragraphs.

The posting of newspaper and periodical clippings collected by the students has been one of the early activities reported most often. One fifth grade teacher reported that, when he asked students to bring clippings about aging and older adults, the first ones received were mostly obituaries. These were posted without discouraging comments and after several days the clippings collected included many other kinds.

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*Since this "Progress Report" was written, one teacher has received a fellowship for a special project on education for aging. See "Appendix."

As expected, a number of teachers arranged for visits to nursing homes, retirement homes, and senior citizens centers. In several cases an extended relationship was established. A special education teacher arranged with a nursing home for visits by her educable mentally retarded children to specially selected patients.

Visits by older adults to classrooms have been utilized by some teachers with the visitors actually participating in one way or another. Members of a senior citizens club have made regular visits to a class of third and fourth graders. The visitros, two to four at a time, have introduced the children to some skills, helped with reading, etc. About 12 of them accompanied the class on its field trip to a pioneer village. A fifth grade teacher arranged for his uncle, a retiree, to take his place as the teacher for one day.

A first grade teacher (the only participant teaching below the third grade) has used oral communication methods for introducing concepts about aging. They include discussions of family life, reading stories about older persons and their relations to children, and playing tapes on which a retired teacher recorded stories. The latter "familiarized the children with the voice of an older person," according to the teacher.

An elementary teacher (6th grade) has a table in his room on which children display items borrowed from grandparents and other older persons. Generally they are household items no longer commonly used.

Secondary teachers, as well as some elementary teachers, have used more direct teaching approaches to the subject of aging. Several elementary teachers have had the students write brief statements about older persons or about their grandparents. e.g., "A grandma (or grandpa) is. . ."; "An old person is. . ."; "What I like (or don't like) most about an old person. . ."

Two teachers, one elementary and one junior high, are in schools with career education programs. They are attempting to coordinate their teaching on aging with the career education.

Two senior high school home economics teachers have found that education on aging fits well with instruction on clothing, family life, and life cycle. In the latter they report that previously their instruction ended with "adulthood." They have added the "old age" phase. One of these teachers has found resources on the subject of death and dying and has developed a teaching topic.

Mini-courses on aging have been planned by two high school teachers. In both cases, the mini-course on aging is one of several such courses that students may choose. One teacher has just conducted the mini-course and is evaluating it.

In some seven or eight instances teachers in the program have influenced colleagues to introduce in their classes at least some concepts that may lead to a concern for aging. One junior high counselor who has no direct teaching assignment herself has assisted all teachers in the English department to include some teaching activities related to aging.

On a broader scale, one teacher suggested to the school superintendent that education for aging be the subject of one inservice education program for all faculty in the system. The suggestion was accepted and several hundred teachers

met for an afternoon program in which the Teacher Education Program on Aging Director and Associate Director participated. The high school Radio and TV class wrote and presented a skit to introduce the program. The skit, about the common problem of living arrangements for an aged parent, was recorded and the recording has been used to illustrate a kind of learning activity for students.

A similar situation, though on a smaller scale, developed at the parochial elementary school in which one program participant teaches. The Program Director met with the faculty of that school for a 90-minute program on education and aging in the schools.

Not directly related to the main objective of the project, but interesting as a concomitant result of the program are the activities of the participants outside their regular teaching assignments. One teacher testified at a successful remonstrance to a proposed telephone rate increase citing the burden of such an increase on older persons with fixed incomes. Another teacher is writing a weekly column with information about aging for the local newspaper. One of the participants from Indianapolis has been very active in a neighborhood project which has an important component on aging. A number of other teachers have reported their involvement in community activities.

The "Purposes of the Project" were listed in the initial application under "Specific Aims." They are stated below in abbreviated form with a brief discussion on each in regard to the progress of the project.

AIMS OF THE TOTAL PROGRAM

1. A PILOT PROJECT TO DEVELOP:

   a. A WORKSHOP FORMAT AND SYLLABUS FOR USE BY OTHERS.

      A format and syllabus for the first workshop were prepared and used. Evaluation by the participants has suggested modifications that may improve them. For the second workshop, the revised forms will be used and evaluated. Further modification will be made as required.

   b. STATEMENT OF OBJECTIVES FOR AGING IN A SCHOOL'S CURRICULUM.

      Some objectives are implicit in the project. They will be restated in a more usable form as a result of the participants' experiences.

   c. CONCEPTS ABOUT AGING FOR EACH INSTRUCTIONAL LEVEL.

      Participants in the workshop produced a list of concepts, each with sub-concepts and suggested learning activities and resources, for each of four levels -- primary, intermediate, junior high, and high school. In the practicum, the participants are evaluating those lists and suggesting modifications needed.

2. TO DEVELOP INSTRUCTIONAL MATERIALS FOR USE AT VARIOUS INSTRUCTIONAL LEVELS.

   Special attention is called to this "aim."

   Perhaps the most significant suggestion by teachers participating in the first year of the program has to do with developing and providing instructional materials. Most teachers have tried to produce some materials. However, the need they expressed most often is that for instructional materials beyond those they can prepare. Most teachers have neither the resources nor the time required to produce adequate instructional aids. Therefore, it is proposed that this important aim of the project be given special consideration -- that packages or kits of instructional materials be produced by the project staff and participants and that funds be budgeted for this activity. Such packages could then be made available to the project participants on short-term loans. Their value and appropriateness for achieving the aims of the project would be evaluated periodically.

3. TO DEVELOP WITHIN PARTICIPANTS THE ABILITY TO UTILIZE MATERIALS AND TO HELP TEACHERS INCREASE UNDERSTANDING OF AGING AMONG CHILDREN AND YOUTH.

   Activity related to the first part of this aim has been handicapped by the difficulty described in "2" above. However, the purpose of the practicum has been not only to determine what the participants are doing but also, and more important, to provide assistance to them.

AIMS OF THE WORKSHOP

1. TO PROMOTE UNDERSTANDING OF PROBLEMS OF THE AGING AND AGED AMONG THE PARTICIPANTS.

2. TO AID THE PARTICIPANTS IN THE IDENTIFICATION OF THE UNDERSTANDINGS, ATTITUDES, AND SKILLS CONCERNING AGING WHICH SHOULD BE DEVELOPED OR STRENGTHENED AT THE VARIOUS LEVELS OF COMMON SCHOOL EDUCATION -- ELEMENTARY, JUNIOR AND SENIOR HIGH SCHOOL.

3. TO PROVIDE AN OPPORTUNITY FOR THE PARTICIPANTS TO STUDY THE INFORMATION AVAILABLE IN THE FIELD OF AGING IN ORDER TO IDENTIFY SUBJECT MATTER WHICH SHOULD BE OFFERED IN THE CURRICULA OF THE VARIOUS LEVELS OF COMMON SCHOOL EDUCATION.

4. TO AID THE PARTICIPANTS IN DETERMINING WAYS AND MEANS IN WHICH THE VARIOUS SUBJECT MATTER AREAS OF THE SCHOOL'S CURRICULUM CAN CONTRIBUTE TO THE DEVELOPMENT OF ONE'S UNDERSTANDING ABOUT AGING AND THE AGED.

   Focus on these four aims by all workshop resource persons and staff was evident. Participants' individual teaching plans and lists of concepts developed indicated that, generally, they acquired the information and understanding required in these aims.

5. TO TEST, MODIFY, AND REFINE THE WORKSHOP FORMAT AND SYLLABUS BEING DEVELOPED AS WELL AS THE INSTRUCTIONAL MATERIALS USED.

   The workshop participants completed evaluation instruments providing information for this task. Project staff members are now using the suggestions in making modifications.

6. TO AID PARTICIPANTS IN THE DEVELOPMENT OF THEIR OWN TEACHING MATERIALS AND UNITS OF INSTRUCTION TO BE INCLUDED IN THE SUBJECT MATTER AREAS REPRESENTED WITHIN THE WORKSHOP.

   The workshop schedule provided time for this task and various resources were made available. Difficulties in this area were discussed in part "2" under "Aims of the Total Program."

AIMS OF ACADEMIC-YEAR PRACTICUM

1. TO PROVIDE A MEANS OF FOLLOW-UP OF INSTRUCTION BY THE WORKSHOP STAFF.

   The on-campus meetings and visits to the participants' schools appear to satisfy this purpose.

2. TO AID PARTICIPANTS IN DETERMINING THE ADEQUACY OF AND UTILIZATION WITHIN THEIR CLASSROOMS OF THE TEACHING MATERIALS AND UNITS OF INSTRUCTION DEVELOPED IN THE WORKSHOP.

   Participants have been assigned the task of preparing a final report of their activities and revised or modified teaching plans.

3. TO PROVIDE A MEANS OF EVALUATION OF THE MATERIALS AND THE INSTRUCTIONAL PROGRAM OF THE SUMMER WORKSHOP.

   Participants are now in the process of completing instruments to appraise the workshop materials. Later in the practicum year they will be asked to re-evaluate the instructional program.

4. TO AID THE TEACHER-PARTICIPANTS IN CARRYING OUT THEIR PLANS FOR TEACHING THEIR CLASSES THE CONCEPTS ON AGING IDENTIFIED IN THE WORKSHOPS.

   This may require the development of additional instructional materials by the project staff and participants as indicated above.

5. TO AID THE TEACHER-PARTICIPANTS IN DETERMINING CHANGES IN ATTITUDE TOWARD OLDER PERSONS ON THE PART OF THEIR STUDENTS.

   Suggested instruments were furnished the participants for pre- and post-testing. Some teachers preferred to prepare their own. Teachers in the lower grades, particularly, have devised simpler paper and pencil instruments or they have attempted to get oral expressions on tape. Such evaluation, though highly subjective, may be the most satisfactory approach in the case of primary students unless complicated observational procedures were to be employed -- a remote possibility for most classroom teachers.

Evaluation

Evaluation of the summer workshop was provided by a doctoral candidate in Educational Gerontology at the University of Michigan. In the evaluation he was to determine the extent to which attitudes of the trainees changed as a result of the workshop experience. According to the findings, the attitudes of the trainees did not change significantly.

One can, in retrospect, raise very logical questions as to the efficacy of the evaluation of the workshop. The traditional research design, accepting the .05 level of confidence as evidence of statistically significant change, probably is not entirely appropriate for this kind of learning activity. The use of a hastily selected "control" group quite different in many characteristics from the workshop group may be questioned. Also, as the investigator suggested, the workshop participants probably entered the program with very positive attitudes toward aging.

More likely, though, is the probability that the workshop should have been evaluated in terms of cognitive as well as affective learning, especially in light of the stated objective and purposes of the project.

Evaluation plans for the project -- both the workshop and the practicum -- are currently being modified and revised. Consultant service is being utilized. Plans for the remainder of the project include a contractual arrangement for evaluation services.

APPENDIX

TEACHER EDUCATION PROGRAM ON AGING--1972-73

BALL STATE UNIVERSITY

Front row (l. to r.): Frederick Kelly, Indianapolis; Mrs. Shirley Knuth, graduate assistant; Sister Irene Palko, Rensselaer; Mrs. Mary Alice Bernstein, Warsaw; Mrs. Carrollee Allen, Elwood; Lester Brown, Dillsboro; Richard Knarr, North Manchester; Mrs. Ruby Bailey, Indianapolis; and John Knapp, Elkhart. Second row: Mrs. Mary Schaffner, Selma; Sister Rose Louise Schafer, Indianapolis; Sister Maura Daily, Jasper; Mrs. Guyneth LeFavour, Anderson; Mrs. Susan Fountain, Muncie; Mrs. Lois Riggs, Noblesville; and Earl E. Hudson, Wanamaker. Third row: Dr. Arlene B. Burgdorf, Hammond; Sister Cecilia Agnes Ward, Loogootee; Miss Jessica Hairston, Muncie; Mrs. Joyce Isaacs, Connersville; Miss Clyde Duncan, retired; Sister Norma Jean Hynes, Beech Grove; and Thomas Waller, Evansville. Fourth row: Sister Josita O'Donnell, Kokomo; Sister Michelle McCullough, Greensburg; Miss Mary B. Wurth, Evansville; Miss Elizabeth Blizard, Logansport; James Willis, Anderson; and Lynn Klopfenstein, New Haven. Fifth row: Larry Crabtree, Cowan; Dr. Dean Mason, Administrator, Kennedy Memorial Home; Mrs. Emma Lou Gist, Lafayette; Stephen Martin, Richmond; John Pierson, South Bend; Dr. John R. Craddock, Ball State University; Mrs. Joanne Taylor, Anderson; a resident of the Kennedy home; [illegible]. H. Mason Atwood, Ball State University; Miss Vivian Mahan, Hammond; Edwin Espey, Anderson; and Richard Harper, South Bend.

The "Golden Years" can, indeed, be golden, for proper planning will make the retirement years among life's most enriching. For some, retirement means that couples suddenly find they have little to say to each other and the years dwindle away in days filled only with inactivity and boredom. Experts advise people to plan in the early years to pursue and share certain activities throughout life. (Star Photo by Jerry Clark).

(First In A Series)

By JEAN LAMM

"Well . . . I'm scared," admits a man who is facing retirement. It's like walking up to a door and not knowing what's on the other side."

The former director of the Indiana Commission on Aging and the Aged puts it this way:

"As far as the individual is concerned, there is an awful lot to be said in favor of preparing for retirement."

Dr. George B. Davis continues, "The average person reaches retirement age having spent no time at all making plans. It is an unpleasant subject to some people, so they just shove it out of their minds.

"WE MIGHT AS WELL look it in the face. When we retire we are going to have a lot of leisure time on our hands. It is only smart to look ahead and lay some plans. Preparation for retirement should begin before people ever leave secondary school," Dr. Davis says. "From then on, there is little opportunity for any formal education that relates to the retirement years."

Such a program is under way at Ball State University under the direction of Dr. Mason Atwood, associate professor of adult education.

"It's not a course in the usual sense," he explains. "It is a teacher education program on aging which is Federally funded. The purpose of the project is to train or educate teachers in aging so that they can, in turn, introduce certain information into the classroom at all levels.

"Our hope is that by doing this, we can develop some positive attitudes and accurate concepts on aging for the children. Therefore, teachers can bring up this information in an incidental fashion rather than in the full-blown program," explains Dr. Atwood.

DR. LEONARD Z. BREEN, head of the Department of Sociology and Anthropology at Purdue University, points to another inevitability of retirement. "Forty years ago, men and women were dying at a younger age. The female now can expect to live five to seven years longer than the male.

"How many women prepare for widowhood? It's in the books for most women," he continues. "In the university, we have become interested recently in the education of mature women. They should be able to develop their own talents to make it possible for them to carry on in jobs or to be satisfied with life.

"Maybe to a girl of 22, this is morbid. Ask a woman of 40 and she's likely to think the same thing. They have not faced up to this fact and it is an inevitable part of growing older."

Dr. Breen continues, "Half a century ago, when the youngest child married and left home, the parents had only a few years to live. Now, perhaps, they have as many as 25."

DR. DAVIS BELIEVES, "Somewhere along the line, there ought to be a commitment to pick out things that can be pursued throughout life. If these things are not decided upon before a person is ready to retire, the possibility of making a decision then is very slight.

"Like the guy who says, 'When I retire, I'm gonna write a book' . . . the heck he is, unless he's been writing books all along," Dr. Davis says. "And that holds true for those who claim they're suddenly going to take a lively interest in civic affairs. That just doesn't work unless a person has been active in civic affairs all the way through," Dr. Davis maintains.

He agrees with Dr. Breen on the necessity of establishing lifelong interests at an early age. "We have a crop of people now who haven't had this advantage of preplanning and we have to do the best we can with them."

Dr. Breen thinks that if retirement is to be successful, "It ought to be a natural kind of change and not come upon one suddenly. The planning is the important thing, and this applies no matter how early or how late one retires.

"SOME THINK THEY will pack up all their worldly goods and move to Florida. But, less than 10 per cent of the aged make that move. Of those who do, too many often will make the mistake of just packing up and going. If you think this is what you'll want to do, start planning in your 50's . . . take vacations there and find out what it's like beforehand. Retirees can test different places and make a more intelligent decision."

Dr. Breen says it is important to "begin to cultivate the kinds of hobbies that permit you to do satisfying things after retirement. You can't play basketball all your life, but you can play golf all your life.

"I play squash and take out all my aggressions that way, three times a week," the sociologist laughs. "Maybe I can continue to do this until I am 65 or 70, but not so vigorously. I took it up deliberately when I turned 35 or 40 when I found out that I couldn't play basketball all the time. People must make a commitment to physical fitness at an early age," Dr. Breen adds.

The Purdue professor recalls an elaborate study undertaken which used two sets of people in four industrial plants.

The difference in the sets was in age, one group aged 60 to 65 and the second group a generation younger, 40 to 45 years of age.

"THERE WAS NO difference in productivity discovered between these generations. But we did find that people never worked to the limits of their abilities. And, because they don't, there is a reserve to draw on when they grow older."

David Moffatt, director of the Indianapolis Senior Citizens Center, agrees that retirement preparation should begin very early. "It ought to start when a person first starts working. He should look at his whole life and ask himself what he plans to do upon retirement.

"With the young people, I would like to see them presented a positive view of growing older," Mr. Moffatt comments.

"Only about 5 per cent of the senior citizens are institutionalized . . . the rest are in their own homes or apartments. So, not every senior citizen is physically decrepit, immobile or senile," he adds. "They are about like any other group of people in disposition and they are likely to be the same now as when they were younger."

MR. MOFFATT says, "It is a mistake for a person to say he's going to work all his life and 'when I retire, I'm going to start enjoying life.' We should do both," he adds emphatically, "enjoy life as it goes along while we are working and then after retirement we'll know that we can continue to be useful."

One man who is involved in the field of aging believes the worst aspects of retirement are emotional problems.

Dr. Breen adds, "People who are wealthy do not retire any better, any happier, than people who are not." He says society should worry about the person who reaches compulsory retirement age and suddenly is lost.

"I know a vice-president of a large corporation who has another year before compulsory retirement. He doesn't know what he's going to do. He will get up one day, not have the office to go to, and this man says, 'No one will give a damn. The company will go on without me because no one is indispensable.'"

Adds Dr. Breen, "There is another fellow at a steel company who just couldn't wait to retire. He is 63 and had some ideas for opening a small motor repair shop near a fishing lake. He's going to be a lot happier than that corporation executive."

IT HAS BEEN pointed out that some of the problems brought on by retirement seem to be rooted in concepts of aging, or lack of them.

"Attitudes are formed very early in life," says Ball State's Dr. Atwood. "Changes are more difficult as one grows older. In our classes, we hope to draw attention to a very simple concept: except for one alternative, everyone will be old.

"There is a two-fold purpose in our program. First we want to focus on the children's attitudes toward older people and urge respect for the worth and dignity of people of all ages. The other focus is on their own aging.

"Young children have an interesting concept of what is 'old.' It has been found generally that youngsters, when referring to their grandparents, will label them 'exceptions' when talking about older people. They may not think of their grandparents in the same way they think of older people. We may have a whole country full of these 'exceptions'," Dr. Atwood says.

ONE OF THE Indianapolis teachers who took Dr. Atwood's workshop course at Ball State is Ruby Bailey, a third grade teacher at School 78. "One of our main programs was a grandparents tea last fall. The children planned the program and entertained their grandparents.

"We also saw the movie, 'The Art of Aging' which was obtained from the library."

Their program also has included a visit to the City Market where the children were able to meet and talk with the 76-year-old marketmaster, Frank Murray, renowned for his ballroom dancing ability.

Mrs. Bailey says, "We are hoping also to have some volunteers from the Senior Citizens Center come in to tell the children about some of their experiences."

The Ball State program is in the second year of a three-year funding grant. Indiana teachers meet there for a four-week summer workshop where they learn concepts that can be introduced in their classrooms. There are four return trips to the campus on weekends and visitations to the teachers' classrooms.

5th Grade Room 6
Wanamaker Elem. School
Students made 98 favors. Used orange can & decorated the can for a pencil holder & had a decorated Christmas tree in the can. Also made a Christmas card.

SAINT PAUL
hermitage
501 NORTH 17th AVENUE
BEECH GROVE, INDIANA 46107
Sisters of St. Benedict

December 22, 1972

Dear Boys and Girls,

How thoughtful of you to make the lovely favors for our residents. Certainly you put a special happiness in their holidays.

It is wonderful to see boys and girls so thoughtful about the Senior Citizens. Your teacher must be very proud of you.

God love you - and thank you.

Sincerely,

Sister Rosemary Braun O.S.B.

Sister Rosemary Braun, O.S.B.
Administrator

School raises money

The school children of St. Philip Neri have raised money through a paper sale to carry out a very beneficial and meaningful Christmas project.

Each child brought in a bag of newspapers which were sold in order to raise funds to make Christmas stockings. The older children helped the children in the lower grades. Upon completion, each stocking was filled with candy and distributed to the Senior Citizens of the parish (shut ins and nursing homes). This project was a joint effort by the school administration, faculty, and students.

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Joe Picket described this project on radio station WFBM, Dec. 22.

Selma Pupils Get to Know Senior Citizens Better

By RETTY HARRIS

Perhaps it WAS snowy and blustery and cold, but yesterday was a perfect, wonderful day.

At least it was for 26 third and fourth graders from Selma Elementary School, their new-found friends of this year from Main Street United Methodist Church's Senior Citizens Club and six or seven mothers.

The trip was an outgrowth of a Ball State University program, "Teaching for Aging," which the students' teacher, Mrs. Mary Schaffner, attended this summer. She was one of 40 teachers from all over Indiana, who studied with Dr. Craddick and Dr. Atwood as they outlined plans for changing attitudes toward aging. As the U.S. is more oriented to the now-generation, the role of senior citizens as contributing citizens has gradually been relegated to a less-important place — and educators feel this must be changed. It is this three-year Federally-funded program's task to seek ways of doing that.

Mrs. Schaffner, after consultation with her principal, Ed May, and others, has sought to do it by involving her students and Main Street Senior Citizens.

Senior Citizens have visited the class —never more than four at a time — and will be doing so all year, sharing skills like knitting, tatting, etc., or art (Clyde Thornburg intrigued the youngsters as he did a water color painting in just one day) or just listening as they read in a one-to-one basis.

For several weeks the youngsters have planned a trip to Conner Prairie with their older friends. Yesterday they visited the pioneer village.

Because Mrs. Schaffner was ill, Mrs. Barry Volz accompanied the youngsters.

Senior citizens making the trip were Doris Williams, president; Susan Haisley, new director of the Senior Citizens, and her sister; Maggie McCoy, Gladys Engle, Hazel Watt, Clyde and Mable Thornburg, Beulah Lynn, Minnie Crouch, Viola Price, Viola Collins and Grace Gale.

It's been a big year for the Senior Citizens, too, for in addition to visiting the children in the program to help young people understand older ones better, they celebrated the fourth anniversary of the organization, took a trip to Fort Wayne by bus, and participated in the three-day fall bazaar at the Muncie Mall.

MUNCIE EVENING PRESS, THURSDAY, OCTOBER 19, 1972

Along Eel River

By Richard H. Knarr

It was back in August of 1960 that President Harry Truman convened the first National Conference on Aging. Ten years later President Eisenhower called the Second Conference to continue this worthy action. Thus the pattern developed for what has come to be known as the White House Conference on Aging to meet in Washington every ten years. The most recent conference was held in Nov. 1971 with well over three thousand delegates attending.

There are over twenty million Americans past the age of sixty-five. This is approximately ten percent of the population. It is estimated that there are over 500,000 in this age bracket in Indiana alone. With today's longer life expectancies there are increased needs of the aging to be met by our society including those of attitudes and acceptance.

Ball State University has started a three-year project supported by a federal grant, to develop a teacher education program on aging and the aged. Dr. John Craddock states that the primary goal of the project is to get positive concepts about aging persons into elementary and secondary curriculums, for he has found a negative attitude regarding older people develops early in life, many times by the age of ten. Dr. Craddock further stated that with a declining birth rate older people will comprise a larger portion of the populatino, and as a society, we haven't faced up to it or planned for it.

Senator Frank Church stated, "There is no country that has the means, as we do, that has done so badly in providing for the elderly as we have here in the United States."

Nathan W. Shock put it this way, "We haven't yet decided what we as a culture expect of the older retired person, and I think, in addition to that, we haven't decided what we will permit him to do."

Pearl S. Buck, at the age of 79, in her beautful Essay On Life made this statement, "It is a matter of puzzlement to me that in the United States we have so little respect for older people."

I like this challenging paragraph from her essay, "We have allowed ourselves to be pervaded by the short history of our nation. Instead, we should think of the human race as a whole, of which we are members. We should not allow young people to be impatient with us, bully us, relegate us. That they are able to do so is because we have not taught them better. Instead, we have even sometimes copied the weaknesses and follies of the young, and when we do so, we are unworthy of their respect. Age deserves respect, but respect can be won only by the dignity of self respect. Dignity is a beautiful word, a noble word, befitting those who have learned the meaning of life through the experience of the years."

In late years we have coined the term Senior Citizens, and I believe that is a step toward dignity and respect ALONG EEL RIVER.

Mr. Richard H. Knarr is a participant in the 1972-73 Teacher Education Program on Aging, Ball State University.

Teacher Learns To Prepare Students To Age Gracefully

BY LYNN DANCEY
Staff Writer

"The day we are born we begin to age," said Mrs. Elizabeth Blizard, of Rt. 3, Logansport.

"We're always happy to go on to the next stage. We're happy when we are old enough to go to school. Then we become teenagers, we think THOSE are the happiest days of our lives. Without even thinking, we want to go on to college or careers," she said.

Miss Blizard, who attended the teacher education workshop on aging held at Ball State University, said, "As young adults, we want a family and to get ourselves in a position we plan to stay in. After the family has grown and gone, the parents feel they are not needed—especially the women."

"At that point," she noted, "they start looking at their age and say 'Ooooh –I'm a grandmother.' Society has set 65 as retirement age—and suddenly you're old."

While women have the difficult time adjusting to their children leaving as the aging process advances, men find it difficult to make the adjustment as far as work goes. The loss of a large paycheck is difficult for them to accept.

"When Social Security started, many thought it would pay for everything. It was never meant to," she emphasized. "Everyone is supposed to surely own a home or have a savings."

"Purpose of the workshop," she said, "is to teach the young a positive attitude toward aging and not wait until the person hits 'old age' which is 65—or 55 years old in some minds. The concept is wrong. A positive attitude toward aging is something everybody can attain."

She said she will be trying to instill that attitude in her fourth grade students at Fairview Park School.

"I will still be teaching reading, writing, and arithmetic, and behind all that an attitude that elderly or aging people have a wonderful chance to live a rewarding life and retirement," she said.

Dr. H. Mason Atwood, associate professor of adult and community education, was the workshop coordinator. He said the purpose of the workshop was to introduce into school curriculums accurate concepts and information about aging persons and the aging process.

Indiana, chosen for the pilot course largely through the efforts of Dr. George Davis, executive director, Indiana State Committee on Aging and Aged, received a government grant for three years. If the program is successful, other universities will establish similar programs in their curriculum.

While at Ball State the 35 educators form public, parochial and private schools studied gerontology, psychology and sociology. No credit will be received until they earn another six hours of credit "in practicum." During the winter they will meet on four weekends to evaluate their programs. Upon successful completion, they will receive 12 hours of credit.

During the meetings the students were in classes from 8 a.m. to 5 p.m. most days with an hour reprieve for lunch, and three evening meetings.

The first three weeks national speakers on every subject connected with aging were present. A panel on aging included an industralist, teacher, performer, extension agent, and a nun from a home for the aged.

The last week, those attending had to apply their lessons to their own group level of teaching—kindergarten, elementary, junior high or high school. To receive credit for their studies, the students will have to carry out plans that were formulated the final week.

Miss Blizard said the aged would often rather live alone even if they know they can't obtain or prepare their own food. She said a barrier that has to be broken down is the idea that such projects as "Meals on Wheels" are charity.

"There are now 20 million in the United States who are 65 or over—astounding!" she said. "The average age is now 72 which means an awful lot have to be in the 80's and 90's to average out."

This year, along with regular work, Miss Blizard will be preparing her students for growing into aging without regrets. She also hopes to give talks in the community at a later date, when she has more information.

LOGANSPORT
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Miss Elizabeth Blizard is a participant in the 1972-73 Teacher Education Program on Aging, Ball State University.

The Perry Township Weekly

Indiana's Largest Community Newspaper

The Largest and Oldest -- Serving the Southside for over 38 Years

Distributed in South Indianapolis, Beech Grove, University Heights, Homecroft, Southport, Edgewood, Wanamaker, Acton, and Rural Box Holders of the Area

VOLUME 38 - NO. 14 301 MAIN STREET, BEECH GROVE, INDIANA, 46107 THURSDAY, DEC. 21, 1972 784-4357 or 787-3291

Sister Norma Jean is a participant in the 1972-73 Teacher Education Program on Aging, Ball State University.

FIRST GRADE HOSTS PARTY -- The children of the first grade at Holy Name School with their teacher Sister Norma Jean planned a Christmas Party for 18 retired men and women. Due to the severe driving conditions on Friday not all were able to attend. Boys and girls of the class made vases in which they transplanted a vine and inserted in each an artificial poinsettia. The planters served double purpose that of table decorations and as a gift for each guest. Lovely placemats were also made for the occasion by the class. Guests were entertained by the children with a choral reading of the Christmas Story. Christmas carols were sung by all. Following the program refreshments were served by six year old hosts and hostesses. Shown in picture at left are (from left) Mrs. Springer, Mrs. Smith and Father Hartman. Not shown: Mrs. Gibson, Mrs. Miller and Mrs. Eland.

ASSOCIATION OF CLASSROOM TEACHERS OF THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N. W., Washington, D. C. 20036

FOR IMMEDIATE RELEASE

For Further Information:
Alice Cummings, Staff Contact

Local Teacher Honored

Larry Crabtree, a fifth grade teacher in the Monroe Community School Corporation, Cowan, has been named one of four 1973 Hilda Maehling Fellows. He is the only Indiana teacher to be so honored. The announcement was made by Judy Behnke, chairman of the selection committee. The committee is comprised of officers of the Association of Classroom Teachers, NEA, Alva Barfield, President.

Mr. Crabtree who resides at 6208 S. Walnut, Muncie, will conduct a project entitled "Let's Enjoy Tomorrow Today." In his opinion "aging is a forgotten segment of our youth-oriented society. Children and young people look forward to 'growing up' but no one is happy about 'growing old'." The young classroom teacher, a graduate of Spiceland High School and Ball State University, plans to develop a series of slides which will show that aging is a natural process. The slides will assist children to appreciate their present age and to develop positive attitudes towards those of other age categories.

Currently, Mr. Crabtree is a participant in Ball State University's Teacher Education Program on Aging. The program consists of a four-week workshop completed last summer and an academic year practicum. In the latter, the program participants have utilized the workshop experience in their classrooms. The proposal for which the fellowship award was made was an outgrowth of interest generated by the program.

Mr. Crabtree is a member of the Monroe Classroom Teachers Association, Indiana State Teachers Association and the National Education Association. He anticipates that the finished teaching aide will be used not only in his own school, but also by other educators state-wide. It will have potential for use on a national level in connection with the federal programs on aging.

The Hilda Maehling Fellowship program was established in 1959 to pay tribute to the first executive secretary of the then Department of Classroom Teachers. Stipends are granted to enable classroom teachers to conduct projects which will help them grow professionally, develop improved professional techniques, and advance professional association work.